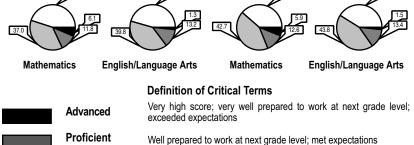
# WILLIAM J CLARK MIDDLE 919 Bennett Street Orangeburg, South Carolina 29115 6-8 Middle School GRADES ENROLLMENT 845 Students Tillmon M. Ancrum, I 803-531-2200 PRINCIPAL SUPERINTENDENT Mr. Melvin Smoak 803-534-5454 BOARD CHAIR Mr. Melvin Crum 803-534-5454 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Below Average Unsatisfactory Excellent Good Average U 0 16 17 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: ND This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

**Our School** 

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003 2004	Below Average	Unsatisfactory	No

### PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Basic Met standards; minimally prepared, can go to next grade level

Middle Schools with Students like Ours

Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	50	218	66
Percent satisfied with learning environment	54.0%	49.8%	62.9%
Percent satisfied with social and physical environment	58.0%	45.5%	50.8%
Percent satisfied with home-school relations	47.7%	72.6%	49.2%

William J Clark Middle		3805037
PACT PERFORMANCE BY	GROUP	
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	all	Ent Testin	lested olo Bi	ON BOS	Basic oh	Proficient of	Advanced on Profi	cientand charge
	EMO	9/0 0/0	0/08/	0/0	/	/	0/0 6/6	All ch
All students	801	96.6	45.7	n <b>glish/La</b> r 39.8	iguage A 13.2	rts 1.3	14.5	17.6
Gender	001	30.0	40.1	55.0	10.2	1.0	14.0	17.0
Male	392	96.9	54.4	36.3	8.1	1.2	9.3	17.6
Female	409	96.3	37.6	43.1	18.0	1.4	19.3	17.6
Racial/Ethnic Group	400	00.0	01.0	10.1	10.0		10.0	17.0
White	66	95.5	20.7	55.2	22.4	1.7	24.1	17.6
African-American	715	96.8	48.7	38.6	11.8	0.9	12.7	17.6
Asian/Pacific Islander	14	92.9	9.1	27.3	45.5	18.2	63.6	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	11/7	0.0	14/71	14/71	14/7	14/7	14/71	11.0
Not disabled	704	98.0	41.5	42.5	14.6	1.4	16.0	17.6
Disabled	97	86.6	82.2	16.4	1.4	N/A	1.4	17.6
Migrant Status	31	50.0	02.2	10.7	1.7	11//	1.7	11.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	801	96.6	45.7	39.8	13.2	1.3	14.5	17.6
English Proficiency	001	30.0	40.1	55.0	10.2	1.0	14.0	17.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	801	96.6	45.5	39.9	13.3	1.3	14.6	17.6
Socio-Economic Status	001	00.0	10.0	00.0	10.0	1.0	11.0	17.0
Subsidized meals	601	96.3	54.1	37.7	7.6	0.6	8.2	17.6
Full-pay meals	199	97.5	22.0	45.7	29.0	3.2	32.3	17.6
p,	1 100	01.0	LL.0	10.7		0.2	02.0	1
				Mathe	matics			
All students	801	98.8	45.2	37.0	11.8	6.1	17.9	15.5
Gender								
Male	392	99.5	44.3	39.7	10.9	5.1	16.0	15.5
Female	409	98.0	46.0	34.4	12.6	7.0	19.6	15.5
Racial/Ethnic Group								
White	66	98.5	23.7	45.8	13.6	16.9	30.5	15.5
African-American	715	98.7	47.9	36.6	11.3	4.2	15.5	15.5
Asian/Pacific Islander	14	100.0	8.3	25.0	16.7	50.0	66.7	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	704	99.3	41.1	39.1	13.2	6.7	19.8	15.5
Disabled	97	94.8	79.2	19.5	N/A	1.3	1.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	801	98.8	45.2	37.0	11.8	6.1	17.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	801	98.8	45.2	36.9	11.8	6.1	17.9	15.5
Socio-Economic Status								
Subsidized meals	601	98.8	53.9	34.6	8.6	2.8	11.4	15.5
Full-pay meals	199	98.5	20.2	43.6	20.7	15.4	36.2	15.5

# PACT PERFORMANCE BY GRADE LEVEL

#### triding of testics olo Profit Barbarded olo Balom Basic olo Proficient o/o Advanced olo Tested olo Basic English/Language Arts Grade 3 N/A N/A N/A N/A N/A N/A N/A Grade 4 N/A N/A N/A N/A N/A N/A N/A Grade 5 210 46.5 9.1 10.2 N/A 43.3 1.1 Grade 6 212 37.8 2.6 26.5 N/A 35.7 24.0 Grade 7 206 50.8 N/A 28.3 19.3 1.6 20.9 Grade 8 12 N/A N/A N/A N/A N/A N/A Grade 3 N/A N/A N/A N/A N/A N/A N/A Grade 4 N/A N/A N/A N/A N/A N/A N/A Grade 5 N/A N/A N/A N/A N/A N/A N/A Grade 6 275 96.0 47.0 38.8 12.5 1.7 14.2 Grade 7 264 98.1 42.7 40.7 16.2 0.4 16.6 Grade 8 262 95.8 39.9 1.7 12.6 47.5 10.9

	Mathematics										
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
2002	Grade 5	210	N/A	44.4	43.3	7.0	5.3	12.3			
20	Grade 6	212	N/A	37.1	48.7	7.6	6.6	14.2			
	Grade 7	206	N/A	41.7	31.0	10.2	17.1	27.3			
•	Grade 8	12	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
20	Grade 6	275	98.9	42.2	38.4	13.5	5.9	19.4			
	Grade 7	264	99.2	42.8	37.0	11.9	8.2	20.2			
	Grade 8	262	98.1	50.4	35.5	9.9	4.1	14.0			

# SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 845)			Like Ours	SCHOOL
Students enrolled in high school credi courses (grades 7 & 8)	t 12.3%	Down from 16.9%	10.3%	14.4%
Retention rate	N/A	N/A	3.3%	2.3%
Attendance rate Eligible for gifted and talented	88.6%	Down from 97.1%	94.9%	95.2%
	9.7%	Up from 9.2%	11.4%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	9.4%	Down from 9.6%	15.6%	14.1%
	3.4%	Down from 4.0%	6.1%	4.9%
Suspended or expelled	0.2%	Down from 4.9%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees Continuing contract teachers	67.2%	Up from 60.9%	42.6%	47.1%
	80.3%	Down from 87.5%	78.3%	82.5%
Highly qualified teachers Teachers returning from previous yea	N/A	N/A	N/A	N/A
	r 83.5%	Down from 87.5%	82.3%	84.3%
Teacher attendance rate Average teacher salary	94.0%	Down from 96.4%	94.8%	95.0%
	\$43,195	Up 5.3%	\$39,188	\$39,924
Prof. development days/teacher	11.9 days	Up from 8.7 days	10.8 days	10.7 days
School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio	19.3 to 1	Down from 21.2 to 1	20.1 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	81.2%	Down from 92.3%	88.5%	88.9%
	\$6,266	Up 1.0%	\$5,984	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	68.2%	Up from 64.7%	61.9%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	96.4%	Down from 99.0%	95.2%	94.8%
	yes	N/A	yes	yes

<sup>\*</sup> Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

William J. Clark Middle School is an urban school located in the city of Orangeburg with a population of 850 students. The school houses sixth through eighth grades. Approximately 80% of the students receive free/reduced-price lunch.

The school offers a comprehensive curriculum, which serves students with disabilities, a magnet program for state identified gifted and talented students, and an extensive array of honors and grade level courses.

The faculty, staff and administration worked diligently to foster an environment in which all students have the opportunity to experience a learning climate that is conducive to the achievement of both personal goals and meeting established standards of performance.

Gains were made in student performance as measured by standardized evaluation, namely the Palmetto Achievement Challenge Test (PACT). Continued refinement of our course offerings and student support programs are needed to provide the assistance needed for students who have experienced difficulties.

Two different after school programs are available to students who need assistance throughout the school year. Gear-Up is a cooperative program between Clark Middle School and Claflin University. Gear-Up provides a summer component, Saturday sessions and tutors that go into the classes to provide support to students.

Tillman Ancrum, Principal

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.